

14 February 1962

MEMORANDUM FOR THE RECORD

SUBJECT: OTR Education Committee Meeting

1. The OTR Education Committee met on 13 February 1962 at 1300 hours. All committee members were present except [REDACTED] who had been excused, and [REDACTED] in his place. [REDACTED] indicated that, due to his impending reassignment, this would be his last meeting. C/OS/TR will be requested to appoint a replacement.

2. The first item was a briefing by [REDACTED] on his training experiences in the Treasury Law Enforcement Officer Training School. He gave a very interesting and effective briefing and related the high points of his training to possible application in OTR training programs. A letter of appreciation has been sent to [REDACTED]. The main points of his briefing were:

a. In this class about 75% of the students were new employees. A condition of employment was the successful passing of this course. The school, while not placing a student on a "probational" status, exploited this situation. This informal probational procedure served to keep the students "on their toes," added to the general motivation, and increased their awareness of the need to become successful graduates.

b. The methods of making the students study during this course. This was a cram course and the students' time was fully occupied. The students were encouraged to "pair up" with each other for concentrated study periods outside of the regular class schedule. Weekly written tests were scheduled. All students were required to participate actively in class discussions and activities.

c. The effectiveness of the various instructional methods used in the program and the high extent of student participation and action required during the training. Such methods included: role playing, live problems, group discussions, effective speaking, participation

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in skits, stressful situations of varying degrees (both planned and spontaneous), and student critiques.

d. The effective stressing of patriotism during the training program. Specific mention was made of the war bond film "America the Beautiful" and how it was used to promote a patriotic feeling among the students without becoming "corny." (This film may be obtained through [REDACTED] our Agency.)

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e. The methods of rewarding the graduates who obtained the highest ratings. The top three men each received a letter of commendation from his chief of service. The top man in this particular course also received an in-grade raise. At the "graduation" banquet Robert Kennedy gave an inspiring address.

f. The use of guest speakers. Extensive use was made of this technique. Speakers from various enforcement agencies are permanently assigned the responsibility of addressing these classes on their subject specialties and this part-time responsibility is reflected in their official job description. "Subject briefs" serve as the back bone of material covered in the course. The briefs are more detailed than a normal lesson plan but less detailed than a narrative lecture. The guest speakers, by the use of personal examples, incidents, problems, etc., embellish these briefs which have been studied in advance by the students.

3. The next item was the answers from each School representative to an informal survey they conducted with respect to lesson plans. It was apparent that the term "lesson plan" has varying connotations among the members. By some it is construed as a bare outline of the subject material to be covered. Others look upon it as an extensive, almost verbatim coverage of a segment of instruction, much like a lecture manuscript. This divergence of views on lesson plans exists even though in February 1961 a memo was sent to all OTR School Chiefs by C/PPS/TR recommending "that the attached lesson plan format be followed in the future, with revisions or modifications as desired, whenever the several Schools are revising or developing lesson plans for vital material deposits or for other purposes." Because of the disparity of opinions relative to lesson plans, the survey data collected and reported below has limitations because it lacks a uniform and standard basis of judgment. Questions asked each School representative were as follows:

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a. "1. How extensively instructors in his School use lesson plans of some type."

b. "3. The extent of lesson plans (on a reasonably current basis) which have been submitted to the Vital Materials Program and to TAS/OS."

Taking cognizance of the fact that each School representative at the meeting reported according to his personal concept of a lesson plan, it is estimated that about 75% of the regular instructional material presented by all OTR Schools has been reduced to diverse written guides for actual instruction. Of these written guides about 80-85% (range from 50 to 100%) have been submitted to the Vital Materials Program.

c. Another question asked - "2. If lesson plans are not in use, how does the School Chief assure himself that the doctrine being taught in the classes reflects accurately the Agency doctrine." This appears to be accomplished in general by the School Chief spot-checking actual instruction and personal consultation with his staff instructors. It was also noted that much of DD/P doctrine had been reduced to writing by DD/P personnel while serving in OTR.

d. Another question asked - "4. The influence DTR's memorandum of 5 December 1961, "Replacing the Lecture in Classroom Instruction," has had on revising lesson plans or in other ways." All representatives reported that, where feasible, encouraging progress was being made in making the transition from the predominately lecture presentations to the student-oriented discussion type of instruction.

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Educational Specialist

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